



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

Die kam dahergeflogen,  
Ohne dass ich's gewollt;  
's ist wahr, ich hab' sie nicht  
Vertrieben, wie ich gesollt.  
Meine Sonne,  
Meine Wonne,  
Komm doch wieder,  
Komm zurück!

Ich will dich nicht verlieren;  
O, lass mich nicht erfrieren!  
So komm,  
So komm,  
So komm doch bald!

Agathe W. Richrath,  
Vassar College.

## Bücherschau.

### I. Bücherbesprechungen.

Viktor Blüthgen, *Das Peterle von Nürnberg*. Edited with introduction, notes, exercises, vocabulary, and list of idioms, by Frederick James Menger, Jr., M. A., Professor of German, Macalester College, St. Paul, Minn. Illustrations by Charles F. Arcieri. 207 pp. New York, American Book Co., 1916. Cloth, 48 cents.

We recognize here an old friend in a new dress. It is a naive and charming little story, much read in high schools and in the first years of college work, and in spite of some peculiarities of expression always maintains the interest of the pupils. It answers several fundamental requirements of a good reading text for schools; it is good literature, has a simple style, is interesting, appeals to the taste of younger pupils, and contains material for the development of „Realien” in class.

This new edition makes a pleasant impression, for it is well printed, has interesting little wood-cuts well suited to the tone of the story, an attractive colored frontispiece, and a picture of Blüthgen. It contains an introduction of 6 pages dealing with Blüthgen's life and literary activity, 61 pages of text, 23 pages of notes, 5 pages of German questions, 6 pages of material for composition work from English into German, 5 pages of lists of idioms, and 78 pages of German-English vocabulary.

The only other school edition which we had of this text was put out in 1907 by Professor Wilhelm Bernhardt and published by Heath & Co. It contained an introduction of 5 pages, 57 pages of text, 3 pages of notes, and 61 pages of vocabulary. The books are of nearly the same size. Upon comparing

the two editions quite a number of variations are to be noticed, in the words used, verb forms, sequence of clauses, word order, and of the text itself. The later edition has altogether about forty lines of text which are not to be found in the earlier one. Neither editor states what original text he used as the basis of his edition nor what liberties he permitted himself to take with the original text. Compare, e. g., Bernhardt, p. 19, l. 27, and p. 51, l. 20, with Menger, p. 36, l. 12, and p. 77, l. 13.

The explanatory notes are more copious than in the previous edition and are an improvement upon it, in that they have been simplified and are better suited to the grade of pupils who generally need such notes. They do not give as much syntactical lore as did the earlier book but they do give much grammatical information which the pupil should have been asked to work out for himself. In the first note given explanatory of *das Peterle*, the author says, „The definite article before a proper noun is usually omitted,” but throughout the text this is not true, there occur continually the expressions, *das Evele*, *das Bärbele*, *der Seppel*, and *das Peterle*. It might be better stated that in familiar usage the proper names are often used with the definite article. The note on p. 14, l. 11, „leben: a dative verb” is not clear and would give more difficulty than assistance to the pupil. The same thing is true of the note on p. 38, l. 17, in which the editor speaks of a *deponent clause*. The German questions are very scant. For the first seven pages of text there are but twenty short and very simple ques-

tions, for the next nine pages there are forty-five questions (five questions to a page!) and mostly of very elementary character, as: *Wo wohnte Pater Cyrill? Was ist der Jordan? Was ist Jericho?* These questions confine themselves almost entirely to facts in the text, rarely in any way connecting the vocabulary learned with the lie of the school or of the pupil. In that respect they do not equal Bernhardt's questions. On the other hand the work for composition from English into German, which should be easy in a text of this sort, (if we must have it at all), seems too complicated and difficult. The material is arranged for topical study and includes only the following points: normal, inverted, and transposed word-order and indirect discourse. No topics are given in which the pupil may do free reproduction and, in this division of the work as in the preceding, the vocabulary of the pupil is never used in any composition themes on subjects of everyday life. The vocabulary is arranged according to traditional lines. It nowhere gives synonyms in German and it affords little basis for a study of related words. The system on which the vocabulary is arranged does not seem to be exactly consistent. For example, if the pupil is trying to find the meaning of a past participle, he may find it given and no mention made of the infinitive, or he may find it and be referred back to the infinitive, or he may not find it at all unless he knows the infinitive from which it comes, as: *angenagelt*=nailed down, *begangen*=committed, (no mention of the infinitive); *angebracht*, see *anbringen*; *geschlossen*, see *schliessen*; but *geritten* is not to be found unless the pupil knows that he must find the word *reiten*; *aufgeweckt* is there but *aufgereiht* is not, and so on. This would lead to much loss of time in searching through the vocabulary. Again, the same lack of system seems to prevail in regard to the printing of accents in the vocabulary. Experience would seem to show that the printing of accents is always wise for young readers of German and especially at this time, when so much stress is being laid on pronunciation drill. This text contains a number of unusual words where the pupil would be in doubt and where it would have been wise not only to have the accent but also the syllabication and the length of the vowels. A few such words are

accented in the notes, only four are accented in the vocabulary, viz.; *A've Mari'a*, *rumo'ren*, *travers'eren*, and *Cy'rill*, Bernhardt, p. 69, insists upon *Cy'rill*, and Victor supports him in this. (That the initial *C* is to be pronounced as *ts* would also be helpful information, since Pater Cyrill is one of the leading persons in the story.) Some words that could well have been accented are: *Bar'e'tt*, *Do'ktor*, *Dok-to'ren*, *Flo'rian*, *Franziska'ner*, *Hiero'nymus*, *Ingolstadt*, *Jaco'bi*, *katho'lish*, *Kirchenporta'l*, *Krispi'n*, *Mani'er*, *Musi'k*, *Natu'r*, *Nea'pel*, *pari'eren*, *Par'is*, *Poe't*, *retiri'eren*, *Sakristei'*, *Spita'l*. There seems to be, furthermore, some variation in regard to the printing of *ss* and *sz*, in the vocabulary we find *auffassen* and *unablässig* and *abpassen* and *aufsässig*. Some nouns have the change from *sz* to *ss* very fully noted in the inflection but others do not; *Aderlasz*., — *lasses*, — *lässe*, but the words *Entschluss*, *Erdschoss*, *Schluss*, do not have these changes noted. The vocabulary gives the plural of *Knie* as *Knie*, but on p. 38, l. 26, and p. 43, l. 8, the plural is written each time as *Knie* and no note made of the variation. Except for one word *ehrlich* (p. 79, l. 4), there seem to be no omissions and no misprints in the edition.

Altogether this edition seems to have fallen between two stools. It has scarcely enough changes and innovations, either in text, notes, exercises, vocabulary, or method of presentation, to make it a marked improvement over the earlier edition, nor has it swung far enough into the direct method of teaching to make it attractive to the large number of teachers who are now desirous of texts planned for the direct method. This is a disappointment, because it is a text unusually well adapted to that method. It is to be hoped that the editor will soon see his way to change and expand his questions and composition work, so that a larger number of teachers will use the edition and that this admirable little story may become the property of countless American pupils.

L. V. T. Simmons.

The Pennsylvania State College.

(1) *Schillers Wilhelm Tell*. Edited with introduction, Fragen, notes and vocabulary by Robert Waller Deering, Ph. D., Professor of Germanic Languages in Western Reserve University.